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ABSTRACT

A grass-roots organization, Career Women in Education (CWE), formed to increase the proportion of women administrators on Long Island. This booklet is about CWE-particularly how it organized to help women educators overcome discrimination--but it is also designed to be a how-to manual. Ideas are presented for starting a job-locating network, a talent bank, district fact folders, and workshops to help members prepare for applying for jobs; and for developing public relations and keeping in contact with local administrators. Other topics concern what administrators involved in hiring can do, what the law can do, and how women administrators can organize their own grass-roots organization. Useful devices are suggested that organizations can adopt to increase the opportunities for women in education. Appendixes identify documented practices of school districts that prevent women from securing administrative positions. Other items in the appendixes are a list of studies and reports prepared by CWE, a financial report of CWE, statewide and local plans of action, and useful models for communicating with school districts. (MLF)

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NIE Papers in Education and Work: Number Three

SEX DISCRIMINATION IN THE SELECTION OF SCHOOL DISTRICT ADMINISTRATORS: WHAT CAN BE DONE?

By

Doris M. Timpano and Louise W. Knight

December, 1976

U. S. Department of Health, Education and Welfare
David Mathews, Secretary
NATIONAL INSTITUTE OF EDUCATION
Harold L. Hodgkinson, Director
Education and Work Group
Corinne H. Rieder, Associate Director

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1. The Development of Career Awareness in Young Children, by Aimee Dorr Leifer and Gerald S. Lesser of the Center for Research in Children's Television, Harvard Graduate School of Education.

2. Facilities Handbook for Career Education, by William B. Gill and Ann W. Luke of System Development Corporation.

3. Sex Discrimination in the Selection of School District Administrators: What Can Be Done?, by Doris M. Timpano of Career Women in Education and Louise W. Knight.

4. Entitlement Studies, by Henry Levin, Stanford University; John Honey, Syracuse University, and Norman Kurland, New York State Department of Education. (Available January 1976.)

5. Education and Job Satisfaction: A Questionable Payoff, by Robert P. Quinn and Martha S. Baldi de Mandilovitch, Survey Research Center, The University of Michigan. (Available December 1976.)

6. Paid Educational Leave: A Practical Way To Relate Work and Education and An Effective Way To Implement Life Long Learning, By Herbert Levine, Director of the Labor Education Center, Rutgers University. (Available January 1976.)

OTHER EDUCATION AND WORK GROUP PUBLICATIONS

1. Education and Work Group: Fiscal Year 1977 Program Plan.

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3. Answers to Questions Educators Ask About Career Education.

4. Issues of Sex Bias and Sex Fairness in Career Interest Measurement, edited by Esther E. Diamond.

5. Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories.

6. The Community Is the Teacher: Experience-Based Career Education.

7. The Career Intern Program: Interim Report (Two volumes--Volume I is titled Preliminary Results of an Experiment in Career Education and Volume II contains the technical appendix). The final report will be available in early 1977.

8. Recurrent Education; edited by Selma J. Mushkin.

Single copies of all the above documents are available at no cost from the Education and Work Group, National Institue of Education, U.S. Department of Health, Education and Welfare, Washington, D. C. 20208. The postal cards at the back of this book may be used for ordering publications.

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Foreword

By Lois-ellin Datta
Assistant Director
Education and Work Group
National Institute of Education

Next to achieving consensus on what to do, figuring out how to do it is hardest. There is, perhaps, enough educational legislation on the books for this country to be an earthly paradise, if the intent of those laws could be achieved.

Only one principle of achieving compliance appears in much legislation and many regulations. This is the principle of deprivation, taking away the money. Only one mechanism for establishing whether a recipient of funds is in compliance appears widely used. This is the end-of-year or nose or dollar count, reported usually to a regional or national office. The General Accounting Office studies supplement these mechanisms but rely primarily on the same information as the regional offices. In addition, some legislation and regulations often require reviews of plans before funds are released.

Limitations of these approaches include:

(1) Time: By the time national data are aggregated, considerable damage may be done or the programs can claim they already have reformed.

(2) Distance: Non-compliance occurs at a school level, even at a classroom level, but most compliance mechanisms operate from the top down. Data are aggregated by district. Exhortation loses force as it trickles down from Congress to the Secretary of Health, Education and Welfare to the Assistant Secretary for Education to the Commissioner of Education to the regional office director to the bureau chief to the project officer to the local superintendent to the local director of curriculum to the principal to the teacher, almost all of whom have other priorities.

(3) Bottlenecks: Achieving compliance in 17,000 districts and about 200,000 schools with a federal staff of about 1,000 to monitor scores of laws and regulations has got to be a hit-or miss proposition. Office of Civil Rights officials have years of cases waiting outside their doors. Funneling enforcement through a few usually understaffed, high turnover points may work primarily by horrid examples scaring self-correction into the masses--if it works at all.

(4) Human Factors: Co-options by the system, however well-intended, may blunt the edge of indignation needed to achieve compliance. Who will care more that persons are not hired for a job for which they are well qualified: those persons, their neighbors or someone with a good job somewhere in the government?

A spirit of collective outrage has been rising in the land. We see it in the citizens' lobbies, public interest research groups, and in self-help groups. It is revitalizing existing bodies of self-governance such as locally elected school boards. It ought to revitalize administrative creativity.

Examining the effectiveness of alternate ways of achieving compliance may contribute to this spirit. The Title IX regulations prohibiting sex discrimination by institutions receiving federal support offer a remarkable opportunity for such an examination. There are at least three routes: (1) traditional, federal, state and local leadership and accountability mechanisms, (2) the courts, and (3) citizens and grass-roots organizations.

The National Institute of Education (NIE) is charged with helping to achieve equality of educational opportunity. Projects committed to learning how to reduce inequalities associated with race and social class receive the bulk of federal research and development funds in the area of equity.

Of growing concern, however, are inequalities associated with sex. In spring 1975, the leadership of the then Long Island Women's Council (now the Career Woman in Education, CWE) approached the NIE for support for its grass-roots activities to achieve equality in hiring women in supervisory positions in elementary and secondary schools. The Institute cannot support primarily service delivery projects. It can support studies of new approaches. Inquiry among knowledgeable groups suggested the CWE approach to achieving compliance

in this important area might be novel. And so a small contract ($2,000) was awarded for documentation by CWE of its own activties. Dr. Timpano, with the editorial assistance of Louise Knight, presents CWE as she sees it, with the immediacy of first-hand experience and the subjectivity of self-report.

The resulting chronicle has three purposes. First, as an ideabook, it may help people faced with apparent hiring prejudices to take action. Second, it may contribute to a more systematic examination of ways of achieving compliance. Third, good ideas, if visible, often get adopted. CWE is reporting increasing success in its home territory and abroad. For example, Dr. Ewald B. Nyquist, New York State Commissioner of Education, is adapting CWE as a model for achieving Title IX compliance throughout New York.

Should grass-roots organizations be publicly supported as a substitute for the bureaucracy? Should they be considered as a supplement to traditional enforcement mechanisms? Or would public support co-opt the vitality of the have-nots fighting for their rights? These questions echo the Community Action Agency debates of the 1960s. One report can scarcely resolve them. It seems likely nonetheless that the experience of CWE and of other grass-roots mobilization approaches, such as the PEER Title IX national monitoring networks, may have interest for those formulating legislation and writing regulations as well as those seeking their rights under law.

September 1976

Chapter I: The Long Island Council Becomes Career Women in Education

An elementary school teacher with the necessary administrative certification in hand applied to a school district for the position of assistant principal. Through a friend she had heard that the present assistant principal had accepted another job. Nevertheless, she was told that there was no opening.

Another woman with substantial experience in educational administration applied for a principalship. She thought she knew who her competition was and, on that basis, was optimistic about her chances. She was never called for an interview. Sometime later she received a form letter, "While you were qualified, we received letters from so many highly qualified individuals that. . . ."

After being rejected for a job for which she felt well-qualified and never having had much difficulty finding a job before, each of these women asked herself, "What happened?" Each took out her resume, looked at it again and wondered if it needed to be redesigned. Each read the cover letter sent with the application. Perhaps this sentence here was too self-serving? Each thought back over conversations with people employed in the school district's office. Had something been said that should not have or had I been too poised and self-confident?

The women thought about these things for several weeks. And then, since there was no way they could find out the answers to their questions and since the situation seemed to call for explaining, each finally decided, "It must have been me."

Resumes were then rewritten. Behavior was changed. Each came to view her job rejection as her personal problem. None considered the possibility that she had been the object of sex discrimination.

Viewed in isolation, as separate experiences of individual women, these circumstances have no political implications. Each woman blames herself. Yet, viewed collectively, they suggest the presence in our society of a pervasive prejudice against women's ability to excel at certain skills.

The powerful realization that the experience of one has been the experience of many has come to women across the country in every line of work and profession during the last several years. It has come to women working in elementary and secondary education. On Long Island in the state of New York, the realization was catalyzed by a report written by Dr. Doris Timpano in January of 1975.

The report, "A Study of Women in Administration in Nassau and Suffolk School Districts in 1974-75," documented the scarcity of women administrators on Long Island. According to the figures, which are based on the New York State Education Department's statistics, women held only 9.8 percent of the Long Island administrative jobs available in 1974-75. In an educational system serving 625,000 students and divided into 127 school districts, there was not one woman superintendent, assistant superintendent or high school principal. And yet women held 60.5 percent of the professional jobs in that same educational system.

The response among women educators to the report, which was distributed at a local education conference and then duplicated on numerous school Xerox machines, was electric. Timpano found herself fielding phone call after phone call from women who had applied for administrative jobs for which they had thought they were well qualified but for which they had not been hired. They told her their stories and Timpano told them hers--of her recent failure to be hired for a single one of the 53 administrative positions she had applied for on Long Island, despite the fact that she had had ten years of educational administration experience, the last four of which had been at the district office level in New York City.

Wishing to do something, Timpano invited all the women who had called her to come to a gathering and bring their friends. Out of this first meeting grew a grass-roots organization called the Long Island Council for Administrative Women in Education--later renamed Career Women in Education (CWE). The purpose of the Council was "to increase the proportion of women administrators on Long Island."

This booklet is about CWE--particularly how it organized to help women educators in Long Island overcome sex discrimination--but it is also designed to be a how-to manual. Chapter I explains how CWE grew and what it achieved. Chapter II is the ideas section. School administrators, women teachers and employees of state education agencies interested in adapting some of CWE's methods and putting them to work elsewhere will want to read these chapters carefully.

Publishing an ideabook on an organization's methods and procedures makes sense only if the organization has been successful. Has CWE been successful? In February of 1976, one year after the organization's founding, CWE was able to report that in Long Island's 127 school districts:

- The percentage of women employed in Long Island administrative positions had increased from 9.8 percent to 16 percent between the school years 1974-75 and 1975-76.
- More jobs are now known to women.
- More women are being interviewed.
- Superintendents are now asking CWE for the names of potential candidates.
- Women seeking positions are turning to CWE for support.
- The New York State Education Department has taken several significant actions:

  1. Selected CWE as a model program for the state.
  2. Selected Dr. Timpano as chairperson of the newly established state advisory council on women in administration.
  3. Conducted its own study on the number of women administrators in New York State.

These achievements, accomplished in a fairly short time, are the result of the combined efforts of the group of women--mostly teachers--from Long Island who make up the membership of Career Women in Education. The first meeting of the organization that was to become CWE was held on February 1, 1975, in Dr. Timpano's home in Long Island. It was attended by 40 women.

Few of the women knew each other but all soon discovered that, in so far as conditions surrounding their employment were concerned, they had a lot in common: almost all had had the experience of being cut off from the opportunity to gain administrative skills or of seeing friends cut off, despite high qualifications. (Listening to the stories around the room, each realized that others had had the same experience and that the problem was simply the fact that they were women.)

Reccgnizing the importance of translating interest and energy into action, Dr. Timpano had given some thought beforehand to putting together a plan of action. This she presented to the group. As reported in the local newspapers the next day (by reporters who had been invited to the meeting), the plan, adopted that same night, established as a general goal, "increasing the proportion of women administrators on Long Island." To do this the plan called for:

- Determining the current status of women administrators within each school district.

- Developing a network of "monitors" in school districts to observe, record and report all administrative job openings, to alert potential women candidates to the opening and to observe and record the district's recruitment and selection procedures and policies. This information would then be incorporated into a fact sheet on the district to be given women applying for jobs in that district as well as placed in a general district fact folder.

- Preparing women for administrative responsibilities through seminars where women could receive help with resumes and interviews and an information center where women could learn about certification requirements and courses available at nearby universities.

- Publishing a special weekly bulletin on job openings and a quarterly newsletter to describe successful methods for applying for jobs.

- Organizing committees to support these activities (specifically, a membership committee, a finance committee, a research committee, a public relations committee and a legislation committee).

The plan turned out to be a good one. The group continues to use it a year later. Experimentation within the group focused instead on the organizational structure. By May 1975, the Council had established a central office. This became the place where all job openings and resumes were collected.

Initially, centralization seemed called for because the information gathered by the network of monitors needed to be shared with all members as efficiently and quickly as possible. It was possible because Dr. Timpano was on sabbatical that year from her own administrative position and able to

donate both her time to coordinate activities and her house as a rent-free office space.

For similar organizational reasons, the main file of potential women applicants and the information on hiring practices and employment policies in the various districts was also kept centrally. These three major activities of CWE eventually became what were called, respectively the Job Network, the Talent Bank and the District Fact Folders. They are described in detail in Section I of Chapter II of this booklet.

The idea behind the organization was for it to offer services to its members in exchange for their efforts. The woman teacher who served as a monitor and supplied other members of the Council with the information about job openings in her district benefited in turn from the reports of other monitors and the opportunity to put her own resume on file in the Talent Bank.

In fact, as often happens, it was the women who had the greatest need for the organization--in this case the women who were unemployed--who were willing and able to contribute the most time and who benefited the most from the services available. At first, some members of the Council resisted this distribution of responsibilities, feeling that the work ought to be divided more equally among members. They soon discovered, however, that it was not possible to accomplish the democratic ideal, nor, considering the circumstances, did it make much sense.

It thus became expected that women who had been extremely active in the Council's work when they were unemployed would virtually cease participating at all once they had been hired to fill an administrative position. As these women have found jobs, other women have moved in to take over their responsibilities within the organization.

This passing on of tasks was necessary on a practical level but it also suited one of the Council's agenda: to give its members experience in administration. One of the problems women have in advancing to administrative positions is their lack of practical experience. Often male administrators will offer male teachers the opportunity to take on responsibility for some administrative task. Gaining experience in this way, these men soon are ready for promotion to administrative positions. Women have had these kinds of chances far less often. The Council's intent was to fill that need through giving women administrative responsibilities within the organization.

For several days after the first meeting, stories appeared in local newspapers on Long Island with headlines like, "Women Teachers Want Rooms at the Top" and "Group Plans for More Women School Heads." Stories on the Council continued to appear in the local papers from that time on with the intended result that people began to talk about the Council and think of it as a powerful organization.

Extensive, continuous publicity was an important priority. From the beginning, CWE kept in contact with local reporters to keep them informed of the Council's activities. The methods CWE used are described in Section I of Chapter II.

Two developments resulted directly from the publicity the Council received: first, the number of Council members increased and second, the 127 male superintendents of Long Island school districts began to hear about the organization. When a letter from the Council explaining its purposes and plans arrived in each superintendent's mail one April morning, the letter was noticed and read.

Sending the letter to the superintendents helped to establish straight-forward lines of communication between the superintendents and the Council. It also provided the Council with an opportunity to ask the superintendents for their help. The Council asked each superintendent to notify the Council of any administrative job openings. And some superintendents did.

The letter in April was the first of many contacts the Council had (and, as Career Women in Education, continues to have) with the superintendents on Long Island. Eventually, CWE was able to send the superintendents a one-page bulletin, or press release, or memorandum about every other week.

The stream of information that began to flow from the Council to the superintendents on Long Island was as important a factor in the organization's success as the frequent local publicity. Without these efforts, the Council would have soon been forgotten or, at best, perceived as a sporadically active, poorly organized group. Instead, the Council soon came to be viewed by Long Islanders as highly effective and well-organized, with a strong local reputation. By January 1976, 12 male educational administrators, some of them superintendents and others employed by the state education organizations, had joined CWE to find out what was going on and to have access to the organization's newsletter and studies.

How the CWE has managed to stay in tough regularly with the superintendents and what kinds of information and news

releases CWE sent to them are described in detail in Section I of Chapter II.

Born as a result of a statistical study, the Council has been giving birth to them ever since. Following up the first study of the number of women in educational administration in the Long Island counties of Nassau and Suffolk, the Council produced studies on the number of women principals on Long Island and the number of women principals in New York State, as well as a more complex study which addressed the question, "Who filled each of the job openings in educational administration on Long Island during the school year 1974-75?"

Undertaken in May 1975, after the Council had been in existence only three months, it became known as the job-tracking study. One of the original purposes of the study was to find out what had happened to positions for which members had applied. But once the study was begun, other unlooked-for but interesting results came to light.

One of the surprises was that while the Council had known of 75 openings during that school year, it had been ignorant of 42 more, or almost 36 percent. (Also interesting was the fact that of the 36 principalships available that year, women were hired to fill only three of the positions.)

The second surprise was the difficulty that the Council's researchers had in getting the data. Digging further, they began to discover some of the discriminatory practices that had been used by the various interviewers and their staffs to prevent women from being hired or to eliminate them at an early stage in the hiring process. They found so many documented examples of this kind of discrimination that their findings were turned into a separate study, "Practices Which Tend to Prevent Women from Securing Administrative Positions," This study has been reprinted in this book as Appendix I on page 41.

The Council's first reason for conducting these and other studies was to document the extent of sex discrimination in educational administration. The Council realized that male school administrators who were put on the defensive, local townspeople who disapproved of the radical outlook associated with the feminist movement and women teachers who did not believe they had been discriminated against might find the assertions of women educators that they had been victims of sex discrimination less persuasive than facts. Propaganda was rejected in favor of data.

The studies therefore became an important tool for the Council. They were used by the Council to educate the

community about the existence of sex discrimination in employment practices and to encourage women educators to take action. Each of the studies (a list of them appears as Appendix II on page 49) was inexpensively reproduced and sent to local papers and the superintendents, along with a press release announcing its findings. Members could also request copies.

By the summer of 1975, the Council had become a sizeable and well-established organization. As a result, the Council found itself working towards a goal broader than that of increasing the proportion of women administrators on Long Island. That was the goal of seeking equal opportunity for all women in the 127 school districts. Over the summer, the objective of the Council as well as the Council's name was changed to reflect this understanding. The Council became Career Women in Education, and the original objective as approved during the first meeting was amended. The present objective of CWE is to assure that "the selection of women administrators on Long Island is in proportion to the women's representation in the labor pool of classroom teachers."

At the same time and as a result of its experience, the Council's strategy also changed. The original strategy had been to make sure that women interested in applying for administrative jobs knew about all available openings and that administrators who were hiring knew about all available applicants. This strategy was based on the assumption that the major obstacle to larger numbers of women moving into administrative jobs was their exclusion from the "old boys" network through which job openings were privately advertised and qualified candidates privately promoted.

The assumption turned out to be true, but only half the picture. Women had been excluded from the network. But the experiences of Council members in identifying job openings and seeking interviews as well as information gathered in the Council's statistical studies and hiring practices study led members to see that the core of the problem was the prevailing patterns of bias found in the behavior of some district administrators. The members concluded that "the best qualified woman will not be hired as an administrator in a school district unless that district is already prepared to accept a woman as an administrator or for some reason finds it necessary or expedient to do so."

This insight pointed to a need for a new strategy and CWE was ready with one. For the school year 1975-76, CWE decided to make bringing local school districts into compliance with federal, state and local laws prohibiting sex discrimination its major focus.

Of course, in one sense, the Council had been working on enforcing compliance since it was first organized. In its letters to the superintendents about the Council, in its statistical research and in its work to disseminate information on Title IX of the Educational Amendments of 1972 (which prohibits sex discrimination in educational institutions receiving federal funds), the Council had already done work in compliance.

But there was clearly more that could be done. CWE began by finding out as much as it could about the various federal, state and local laws prohibiting sex discrimination. CWE also investigated the various public agencies responsible for enforcing the laws on Long Island and looked into the extent to which these laws were being used. These findings, to the extent that they are useful to individuals who work in other states, are presented in Chapter II's third section, "What the Law Can Do."

While gathering facts and figures on federal and state compliance efforts, CWE made a discovery: that a local grassroots organization such as itself could have as much (or greater) impact as a "compliance mechanism" as any of the public agencies. CWE found that its strength was in its contacts with local communities, its high visibility, its ability to persist and its willingness to help administrators stay informed on how to comply with the various laws.

As is pointed out in Chapter III, this does not mean that the laws are not needed or that the active support of a state education department is not worth seeking. The more support that an organization can receive from its state education department, the easier its tasks will become. But local schools cannot wait for state officials to act. Some wars must start as a series of local uprisings. The fight against sex discrimination may be one such war.

What CWE has accomplished has not been easy. The activities it has undertaken--the Job Network, the Talent Bank, the District Fact Folders and Fact Sheets, the good relations with the community and steadily maintained relations with local employers--are within the ability of any local group to duplicate and adopt, but only if the tasks are approached with sufficient determination and energy. The insights the organization has gained from its research into discriminatory hiring practices and its experience in helping districts evaluate themselves for compliance may be as useful to educators--be they teachers or administrators--in Illinois or Utah as on Long Island. The purpose of the remainder of this booklet is to describe those ideas and insights in more detail so that people of Illinois and Utah and the other

states can benefit from the experience of people in New York and get on with the business of ending sex discrimination in the public schools.

Chapter II: What To Do

Section One: What Women Administrators Can Do

1. Establish a Job-locating Network

The network consists of a group (large or small) of women employed in the public schools or in district administration offices who regularly inform each other or a network coordinator of job openings in their school or district. Career Women in Education (CWE) calls the women who provide this service "monitors".

The purpose of the network is to make sure that women know about all job openings, even the ones usually kept secret until the position has been filled or until it is too late to apply.

Members of CWE have found the network to be a thorough, quick way for them to find out about jobs. The network is probably the Council's most successful activity.

How does it work?

As soon as she hears about an actual job opening, or learns that a job will become available soon, the monitor calls the information into the network coordinator. The telephone tree makes it possible for members of CWE to learn about the job as quickly as possible. The monitor follows the call up with a written report on a form prepared for that purpose. The monitor gives as much information about the openings as she thinks will be helpful, including, if she knows, what kind of applicant the employer may be looking for and whether someone from inside the organization is already lined up for the job.

After receiving the phone call from the monitor, the coordinator calls the district where the job opening is located to verify that a job does exist and to find out more about the qualifications and responsibilities involved. (This telephone call can also lead to CWE establishing a personal contact with someone in the district personnel office. These people will sometimes contact CWE when they learn of other jobs).

Once every week or two weeks, depending on the number of job openings that come in and the time of year, the coordinator lists the new openings in a "Career Opportunities Bulletin," which is sent out to all the members who have requested to receive it. (To speed up the process and to cover postage costs, members who wish to receive the Bulletin are asked to send the coordinator at least six self-addressed stamped envelopes).

Drawing on its experience of maintaining a job network for over a year, CWE offers the following tips:

(a) The most active, effective monitors tend to be those who are employed by the district they are monitoring. Women who monitor the district they live in and who work in another district do not always hear about the job openings or report as frequently.

(b) CWE has established the policy that it is up to each monitor whether or not she wishes to let her superintendent know that she is on the lookout for administrative job openings. Some women feel more comfortable working under one circumstance, some under the other.

(c) Passing job information (or any other information, for that matter) via a telephone network (each woman calling five more members who call five more members) does not work well. Members are difficult to reach; messages get lost or distorted.

(d) One of the organizational responsibilities facing the coordinator is to make sure that notices of job openings are sent out far enough in advance that members have time to apply before the deadline. The coordinator for CWE does not find it practical to send a separate bulletin for each job opening. She must therefore take care that when she sets descriptions of jobs aside, they do not get buried and neglected. A method used by the CWE coordinator is to sort descriptions about positions into an "in" box all their own. At a glance she can see how many descriptions are waiting to be reported upon in the Bulletin and what their application deadlines are.

(e) Soon after CWE began, the members were able to establish a full-time office for their organization. This was possible because one member, who had called the original meeting, was on sabbatical

that year from her regular job. Her house became headquarters for CWE. She took on the responsibilities of calling the district to verify job openings, putting out the Career Opportunity Bulletins, answering correspondence from the districts, and writing press releases and answering questions from reporters.

Whether a group of women interested in starting this kind of an organization will be able to manage without the help of a full-time coordinator is an unanswered question. If there is not an interested woman educator on full-time sabbatical available or an unemployed woman educator willing to volunteer, then the group may have to experiment with a decentralized arrangement.

It has been CWE's experience, however, that decentralization does not work. If an organization wishes to do more than keep a job network going, if it wishes to build up District Fact Folders and reap the many benefits derived from coordinating and cross-referencing information for various purposes, it is necessary that all of that information be available in one place.

Variations on the Theme

Since it is difficult for one member to cover an entire district, the monitor for each district usually lines up a committee of friends who work in the different schools to monitor their own schools and report their findings to her. She then reports those findings to the network coordinator.

Once a monitor has been lined up to report on job openings in her district, it becomes an easy matter for her to report to the coordinator other kinds of information as well. At CWE the monitors report:

(a) Women certified for administration (if they are willing, their resumes are sent to the coordinator, as a contribution to the Talent Bank, see below);

(b) Administrative positions filled and by whom (this information makes up part of a district's Fact Folder, which is described below);

(c) Any unfair administrative employment policy or practice (useful if the organization wishes to become involved in compliance efforts);

(d) Information on which district personnel are sympathetic to having more women in administration.

Different reporting methods (forms to be sent to the coordinator immediately, or in a monthly report) have been developed by CWE for each of these kinds of information.

The effective monitoring network is the essential foundation on which all of CWE's other activities are based.

2. Keep a Talent Bank

It is common for administrators to complain when accused of discriminating against women in their hiring policies that they had no qualified women applicants. The Talent Bank puts that complaint to rest.

A Talent Bank is simply a file of resumes of women certified in administration who are looking for administrative positions. It is a resource for administrators who want to be sure that they know of all qualified women applicants.

It is generally not CWE's policy to send the resumes of eligible women to districts with administrative openings. If CWE received a request such as a letter or a phone call from a district administrator seeking women applicants for a job opening, the position is described in the next Career Opportunities Bulletin. This allows all interested members to submit their own resumes and prevents them from having to depend on CWE's judgment as to their qualifications and their likely interest in the position.

Sometimes unusual circumstances call for CWE to send selected resumes to a district which has not requested them. Only certain districts are to be subjected to this kind of direct pressure. If a district has an opening that has not been publicly announced or if no other women are employed there at the administrative level (or very few), CWE will write a letter to the administrator in charge, describing its commitment to increasing the number of women administrators and the legal prohibitions against sex discrimination under Title IX and enclosing resumes of women qualified for the position that is open.

Eventually, if time and energy make it possible, the Talent Bank can be more thoroughly cross-referenced according to the following categories: type of degree, experience, number of years in education, number of years in administration, kinds of certification, willingness to relocate,

county of residence and county of employment. Organized in this way, this information can be used in studies on sex discrimination within a geographic area.

3. Keep District Fact Folders

The District Fact Folder was originally conceived by CWE as a tool useful in preparing women for interviews in a particular district.

It consists primarily of information on district policies and practices as well as statistics supplied by monitors in the job network. It is supplemented by every member who has had any contact with that district. For example, members who apply for job openings in the district are asked afterwards by CWE to fill out a report, "Interview Report," in which they tell what questions they were asked during the interview, as well as any other observations they might wish. This information is added to the Fact Folder.

Drawing on the Fact Folders, CWE then prepares a District Fact Sheet on each district. Each CWE member who is applying for a job is given a copy of the Fact Sheet to study in preparation for her interview. Included on the Sheet are a list of questions her interviewer is likely to ask her and perhaps a few quotations from various administrators in the district which reflect their views on women in administration.

With the contents of the Fact Sheet thoroughly learned, a job applicant can go into an interview with a convincing air of confidence.

The District Fact Folder is also used as a place to gather information which later will be converted into statistics. Groups which wish to provide the local press with statistics will be able to turn to their Fact Folders as resources. Fact Folders also help a group identify districts which might deserve further investigation because of their noticeably sexist practices.

4. Offer Workshops To Help Members Prepare for Applying for Jobs

CWE identified three job-hunting areas which people tend to worry about: whether a particular job is the job they want, whether their resume looks good and whether they'll have a good interview. For women who wish to deal with all three of these areas in a formal workshop, CWE

offers a course. The course meets three times and covers three topics:

Session I : Career planning and certification information.

Session II : Professional materials needed to move ahead: resumes, credential file, special letters, how to secure an interview.

Session III: The interview: how to prepare for it, interview behavior and analysis, post-interview analysis.

CWE has been able to offer the course year-round. Demand for the course is greatest in spring and summer.

For women who simply wish to spend some time preparing for the interview, CWE has informal gatherings. Usually, all of the women who are applying for a particular job will meet one evening before any interviews have taken place. They discuss the contents of the District Fact Sheet and go over the kinds of questions they can expect to be asked.

As important to the applicant as the rehearsal of facts is the experience of sharing her feelings with others. Members often leave these sessions heartened by the exchange that has taken place and more confident about their ability to handle the interview.

After the pre-interview session comes the debriefing. The same group that gathered earlier meets again to discuss how the interviews actually went. From these reviews, members of CWE have learned something about themselves--how they've handled questions--and also something about both the district and about methods used to discriminate against or be fair to women in an interview.

Descriptions of these methods are included in CWE's study, "Practices Which Tend to Prevent Women From Securing Administrative Positions" (March, 1976). This study has been reprinted as Appendix I on p. 41 of this booklet.

A suggestion of something to do when working with members on their resumes: many women have never looked at their resume as something that they ought to design carefully nor are they aware of the number of ways a resume can be organized. To address this situation, CWE has a group of job applicants (no more than six at a time) gather around a table that has a stack of about 200 resumes on it.

The group is asked to imagine they are a committee trying to select a candidate for a particular job. The group soon begins to develop a critical eye as to what makes a most effective resume and which methods of organization are least effective.

5. Develop the Organization's Public Reputation

From the first, CWE paid close attention and devoted a good deal of energy to keeping the local newspapers informed of the lack of women administrators on Long Island and of the efforts of CWE to correct the condition. CWE has found that, in general, local reporters have been receptive to printing stories about CWE. One reason may be that CWE is careful to have a story to report. A flow of press releases that announce events of no newsworthy significance (such as "CWE reorganizes its committee structure; new chair appointed") is something reporters do not welcome. Their time is being wasted.

Possibly, a second reason is that CWE always tries to work with the reporters and to be as cooperative as possible.

Here, in outline form, are 11 suggestions:

(1) Identify all media outlets in the community

(a) local, state and national
(b) newspapers, radio, television
(c) dailies, weeklies, monthlies, newsletters
(d) educational newsletters, journals, bulletins of all educational organizations

(2) Secure the address, telephone number and name of one key individual in each of the above publications and organize the information in a card file for easy access (for use as mailing list, too)

(3) Develop lines of communication with each of the above publications (and programs) by:

(a) studying the kinds of information each seems to cover the most;

(b) requesting information from each of them about the news format they prefer to use, their deadlines;

(c) informing them of the organization's existence and requesting their cooperation;

(4) Have something to communicate; such as a study, a meeting at which a specific action was taken, or a report.

(5) Prepare a press release. Highlight whatever is unusual and of interest to the general reader. (Stop by your local newspaper and look over some sample press releases. Go to the library and read some books on public relations.)

(6) Mail the releases to be sure that they arrive before the scheduled event or activity (this gives reporters a chance to cover it themselves, instead of having to depend only on the contents of the press release). But don't send the release too early or it will be ignored.

(7) Call some of the reporters to whom the press release is sent and who are known personally to talk with them about it. (Members of CWE have sometimes had the experience of calling reporters and listening to them search through files or even the wastebasket for the CWE press release as they carry on the conversation over the telephone.)

(8) Thank the reporter after you have received the publicity. Make a point to mention the responses received to the article. This kind of feedback reporters rarely receive and it is appreciated.

(9) Never

(a) criticize or correct a reporter;
(b) expect to review a story before it appears;
(c) insult a reporter;
(d) become disturbed about the type of coverage received;
(e) demand a retraction or correction.

(10) Consider whatever publicity you receive as beneficial, whether it was favorable or not.

(11) Develop the philosophy that the mention of the organization or group in the press is the important thing. The few and infrequent inaccuracies should not be allowed to disturb the organization.

Why is publicity important?

CWE has found that the time its members have invested in getting good public coverage of their activities and

reports has helped in many ways. Not only has it made it possible for women to find out about CWE and join, but it also has increased the number of opportunities for various people in the community to cooperate with CWE.

Also, steady publicity has given people in the community a sense that CWE is an open and straightforward organization, with nothing to hide and no surreptitious agenda. Finally, an organization with an established public reputation is an organization with power in a community. The interest of local administrators in the organization would seem to have been, particularly at first, directly connected to the extent of publicity the organization received.

What To Mail and Whom To Mail It To?

CWE has developed its public reputation by using the following tools:

(1) a newsletter for members (quarterly)
(2) a memo to members (monthly)
(3) superintendent's bulletin (bi-weekly)
(4) press releases
(5) copies of research studies

These publications are sent to various groups. Among the different mailing lists CWE keeps are:

(1) membership list
(2) members looking for jobs
(3) all superintendents on Long Island
(4) personnel in the state department of education
(5) national organizations
(6) reporters from the local papers and other media

No one group receives all the publications, nor does one publication go to all the groups. For example, some superintendent's bulletins will also be sent to reporters, depending on the content. Some individuals in the state department of education receive all the research studies; others receive only the newsletter and the monthly memo to members. Reporters receive copies of all reports. When it studied the number of women principals in New York State, CWE sent copies of the report to all the local papers in the state. Reporters from other sections of the state, unfamiliar with CWE and its work, called the state department of education to verify the statistics in the study (which were based on state statistics) and created some confusion at the state level. The state statistics had never been analyzed that way before.

6. Keep in Frequent Contact with Local Administrators

While it would be reasonable to think of an organization's efforts to stay in touch with administrators as being part of its work to develop the organization's public reputation, it has been the experience of CWE that the two activities are different. The administrator, after all, is the person who stands at the center of the organization's concern; and it is in his office, behind a closed door, that the forces converge which eventually determine the number of women administrators hired in a school district.*

Ambivalence is bound to mark an organization's relations and feelings toward local administrators. And, because those administrators responsible for hiring have tended to view women educators from a stereotyped point of view and failed to recognize the skills possessed by individual women, it is understandable that women might reply in kind by treating all local administrators as if they fit the stereotype of a sexist administrator.

Nevertheless, CWE has found that administrators whose intentions are good and who are willing to review their policies from a new perspective appreciate being given a chance to do their jobs well by hiring qualified women.

These perceptions underlie the way CWE relates to superintendents and other administrators on Long Island. Communications with administrators are always courteous and informative and assume the best intentions.

"What is CWE?"

The one assumption CWE does not make is that the administrators will remember Career Women in Education from week to week. To keep them from forgetting, CWE sends a Superintendent's Bulletin to each of Long Island's 127 superintendents

*Although there are undoubtedly some women administrators who are part of this group, they are sadly so few in number that we have left the pronoun masculine.

once every two weeks.* To keep mailing costs down and reading retention up, these bulletins are kept short--no more than one or two pages--and catchy. Bulletins have covered, for example:

(1) Information about Title IX regulations

(2) A summary of a CWE study, "Why Aren't There More Women Superintendents in New York State?"

(3) A one-page sheet that begins, "Do you know that these questions are illegal to ask during a job interview?"

Superintendents also receive selected preee releases as well as information on the various reports and CWE studies. Finally, administrators are invited to attend various programs offered by CWE, such as workshops on Title IX regulations. CWE also gives school districts access to its reference and resource center where they can look at information on complying with Title IX.

CWE as Watchdog

In addition to providing administrators with information and offers of assistance, CWE will write to the appropriate administrator about a specific job opening.

Among the memos and letters sent are:

(1) A form memo requesting confirmation of the availability of an administrative position in a particular district;

(2) A form memo asking for up-dated information on a particular job opening (asking for the name of the person who was hired and if the position has been filled);

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*Because New York State's school districts are organized into administrative units called BOCES'(Boards of Cooperative Education Services), CWE was able to save considerable postage costs by sending its regular mailings to the four BOCES chief school officers in the area, and having the officers reproduce the information and mail it to the 127 superintendents. In other states, perhaps similar arrangements can be made.

(3) A personal letter to the superintendent of a district with a particular job opening informing him of CWE, and Title IX regulations and of the existence of qualified women candidates.

In sending these communications, CWE's first tactical concern is to apply persistent and courteous pressure. It is not CWE's intent to promote the candidacy of one woman candidate over another but rather to urge categorically the consideration of all who are qualified. CWE prefers to give every woman an equal opportunity to apply.

In a few unusual cases, CWE has sent resumes to a superintendent. As mentioned earlier, this has been done only in a district that has no women administrators and in those districts where the news of a job opening that had been kept secret reached the ears of CWE members before the position had been filled.

In these cases, CWE not only sends a letter to the superintendent but several resumes selected from the Talent Bank as well. If a superintendent fails to acknolwedge the letter, CWE takes action.

In one case, after waiting for two weeks without receiving a letter of acknowledgment, CWE sent a copy of the letter to that superintendent's local newspaper. The reporter printed most of the letter in an article. Two days later, CWE sent copies of the same letter to all the school board members of that district, with a note observing that the superintendent had not yet replied. Three days later the superintendent wrote a one-sentence acknowledgment to CWE.

All of this did not bode well for the possibility of a woman administrator being appointed to fill the position. Members of CWE were therefore both surprised and pleased when they learned that a woman--although not a member of CWE--had been appointed. Less than two months later, this same superintendent hired a woman to fill another administrative position.

The conclusion: persistence pays.

Section Two: What Administrators Involved in Hiring Can Do

It is not always easy to say what lies behind a male administrator's practice of always hiring men and never women for administrative positions. A conscious determination to exclude women from the ranks of administration is one explanation, but in most cases the situation is more complicated than that.

CWE has found, for example, that many administrators believe women are equally qualified to be administrators but do not hire women because they fear a woman would not fit in socially with the male administrators in the district. Explaining why he did not hire a woman, one administrator asked, "But who would she have lunch with?"

Other administrators have no strong feelings about whether or not a woman should be hired. They simply allow the strong feelings of some of their staff against the hiring of women to shape their actions. It is easier.

There is also the difficulty of having to relate to a woman as a peer on a daily basis. Those for whom it would be a new experience anticipate it to be an awkward one that they would just as soon avoid.

Finally, some administrators are unskilled in recognizing the practice or attitude of sexism in their own or another's conversations, behavior and expectations.

Learning to Recognize Sexist Practices

One of the several things an administrator can do to help increase the number of women administrators is to gain that habit of examining every expectation he has about working with women administrators by asking himself the question, "Would I ask that of a man?" or "Would I expect that of a man?"

When women applying for jobs have examined the kinds of questions they have dealt with (with those two questions in mind), they begin to discover the ways in which discrimination works. The members of CWE investigated such practices in the summer of 1975. The sources used were letters and other communications received from Long Island school districts, the experiences of women who had applied for jobs in the districts and the facts as uncovered by members of CWE.

The result was a report, "Practices Which Tend to Prevent Women from Securing Administrative Positions" (see Appendix I on p. 41).

CWE was able to identify four stages in the hiring process and within each stage to isolate a series of discriminatory practices.

- In the initial selection stage, CWE advises, watch for the administrator who:

  (a) Announces a "possible" position and then withdraws it when the "right" applicant does not present himself;

  (b) Requires women applicants for a position to have the officially required certification but chooses to circumvent that requirement at other times;

  (c) Announces in public how rarely he sees a woman applicant but who in private discourages women from applying.

- In the application received, selection-for-interview stage, watch for the administrator who:

  (a) Removes from consideration applications received from qualified women and holds them aside until a candidate for the job has been chosen;

  (b) Selects a relatively unqualified woman over a more qualified one, knowing that the former will be eliminated from competition after the first interview.

- In the interview stage, watch for the administrator who:

  (a) Asks, "How will your children be cared for while you work?" (Women believe this is a personal matter which has nothing to do with their qualifications for a particular job and therefore that the question should not be raised);

  (b) Asks, "Would you accept a salary lower than your present one?";

(c) Asks, "How will you handle the jealousy of other women on the staff?"

- In the selection and rejection stage, watch for the administrator who:

(a) Decides to hire a man who was previously a high school principal to serve as an assistant principal despite the fact that the same administrator had discouraged a woman applicant for the job by saying, "Why would you want that job? You're too well-qualified."

(b) Hires men who have skipped some rungs of the career ladder while at the same time explains to women applicants that it is absolutely necessary to complete each step.

Getting the Word Out About Job Openings

Another way an administrator can increase the justice of his district's hiring policies is to be sure that qualified women know about all job openings in the district. A few telephone calls to such women will keep them informed and prevent them from not being considered because they were unaware of the opening.

Monitor the District's Compliance with Title IX Regulations

Title IX of the Educational Amendments of 1972, which prohibits sex discrimination in educational institutions supported by federal funds, provides educators with legal resourse if persuasion is not effective. The Office of Civil Rights, in the U.S. Department of Health, Education and Welfare (Washington, D. C. 20202), is responsible for enforcing Title IX as well as three other federal laws which prohibit sex discrimination.

The responsibility for obeying these laws is essentially the district superintendent's. Yet teachers and administrators bear their own responsibility to know what the law can do. This is the subject of the next section.

Section Three: What the Law Can Do

At first, members of CWE hoped that ending sex discrimination in education hiring policies on Long Island would be simply a matter of making sure that qualified women knew about all job openings and that administrators in a position to hire knew about all qualified applicants. As the months passed, however, members realized that in many cases it was the attitude of the administrator that was the obstacle.

Until a few years ago, there was little a woman could do if she thought she had been overlooked for a particular position because she was a woman. In 1968, the situation began to change.

There are now numerous federal laws which prohibit sex discrimination under various circumstances and conditions. Four of these laws apply to sex discrimination as it is practiced in public schools. They are:

1. Executive Order No. 1146
   (Applied to schools with federal contracts of $50,000 or more.)

   Office of Civil Rights
   U.S. Department of Health, Education and Welfare
   Washington, D. C. 20202

2. Title IX of the Education Amendments of 1972
   (P.L. 93-380)

   Office of Civil Rights
   (see address above)

3. Title VII of the Civil Rights Act of 1964
   (as amended by the Equal Employment Opportunity Act of 1972) (P.L. 88-352)

   Equal Employment Opportunity Commission
   Washington, D. C. 20506

4. Equal Pay Act of 1963 (as amended by the Education Amendaments of 1972)

   Wage and Hour Division
   Equal Pay Branch
   Employment Standards Administration
   U.S. Department of Labor
   Washington, D. C. 20210

Since 1968, most state and some county governments have also passed laws prohibiting sex discrimination.

Administrators and teachers interested in finding out more about the various laws, who enforces them and how to file a complaint may wish to write to:

The Project on the Status of Women
Association of American Colleges
1818 R Street, N.W.
Washington, D. C. 20009

and request a copy of its readable and useful chart, "Federal Laws and Regulations Concerning Sex Discrimination in Educational Institutions," which is available at no cost (single copies only).

Another resource is the Project on Equal Education Rights. This organization, which is supported by the National Organization for Women's Legal Defense and Education Fund, is concerned with implementing Title IX guidelines and other aspects of achieving sex fair education in the primary and secondary schools. A national, PEER-guided, grass roots monitoring network is now in operation. The address is:

PEER
1029 Vermont Avenue, N.W.
Suite 800
Washington, D. C. 20005

When CWE realized the extent of sexism being practiced in school administration, it was to these laws and resources that it turned. The organization had two agenda: to find out what the laws--state and local as well as federal--could do and to find out to what extent (and with what success) they were being used.

CWE wrote letters, made visits and telephoned. Gradually a clearer picture of the legal resources available to women educators on Long Island began to emerge. What the members found surprised them: these laws were hardly being used at all.

Members of CWE identified four major reasons why:

(1) Obscurity: More women might consider taking legal action if they knew where to go to begin the process and from whom to seek advice;

(2) Risk: All of the local and state laws affecting Long Island and most of the federal laws require that a woman file a personal complaint. Many women fear that they will lose their jobs and be blacklisted;

(3) Distrust: Some women suspect that these laws will not really be enforced. This may be partly due to their not understanding how the filing and enforcement procedures work;

(4) Complexity: Filing a legal complaint, whether under the authority of a federal, state or local law, is time-consuming and complicated, particularly for those unfamiliar with legal procedures.

CWE also looked into those few cases where the laws had been used to see whether women who filed complaints had found one or another of the laws more useful than the others. Consistent with the earlier finding ("Risk"), CWE discovered that Title VII of the Civil Rights Act--which was the only one of the state (New York), local (Long Island) or federal laws that accepted class action* suits as well as complaints from individuals--was clearly the most useful.

In addition, Title VII is administered by an agency (the Equal Employment Opportunities Commission) that, as a matter of record, has had more experience dealing with sex discrimination cases in educational administration than have the other two agencies.

The members of CWE wanted to do all that they could to encourage women to make use of the laws. While there was little that could be done to simplify the complaint procedures or to protect the women from being blacklisted, something could be done about the problem of lack of information.

CWE put together a directory which described the various laws, the type of complaints each law addresses, the procedure to use in filing a complaint under each and the addresses of the local offices for each governmental agency. Then, to find out whether the availability of the directory was making

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*A class action suit is a legal brief filed by an individual on behalf of herself and other individuals who share the injustice of her circumstance. The complainant in a class action suit need not make her identity public.

any difference, CWE included in a publication a request that any person who filed a complaint send a copy of the complaint to CWE.

Section Four: Getting Organized

As any administrator knows, being well organized is half the battle. Members of an organization committed to the proposition that women are as capable as men of being good administrators can help make their point by running a good organization.

Start with a Plan

Every grass-roots organization must generate enthusiasm and energy during its first few weeks of existence or it will fade quickly. In CWE's experience, the best way to do that is to start with a plan--preferably a good one. In the case of CWE, the group was given a plan of action to consider at its first meeting. As it turned out, that plan was adopted by the group but more important than that was simply the fact they had a plan to discuss at the first meeting. Because there was a plan, the group was able to avoid having to spend several hours listening to each of the 40 women present tell of the sexist treatment she received. Instead, after enough women had told their story to remind the others of the anger they also had felt, the group began to discuss what to do. The plan allowed them to translate their strong feelings into action.

CWE has continued to plan ever since. One of the important advantages to planning is that it has allowed CWE to set its own priorities rather than be a victim of the force of events. Also, if a group has plans, it is easier to keep members informed about what the organization intends to do. Publicly-announced plans tend to give all involved a feeling that the organization is going somewhere. And the feeling is not an illusion. An organization that plans ahead and sets deadlines increases its chances of accomplishing whatever it wants to accomplish.

What to Do at Meetings

Meetings continue to be used by CWE primarily as an opportunity to introduce members to local administrators. For example, at the second meeting, the only women superintendent on Long Island spoke to the group. At the third meeting, a panel of school board members from the various districts discussed women administrators. At the fourth meeting, several superintendents spoke on the implications of the state department of education's new guidelines to equalize opportunities for women in the education profession. All of

these meetings received publicity in the local papers and educated local administrators about CWE and its membership and goals. Perhaps most important is the fact that these meetings and those which followed served to inform those in power that women were interested in administrative positions on Long Island.

Getting the Work Done

Coordinators volunteered to serve as heads of the various task-oriented committees, and all other members chose assignments as committee members. It is the coordinator's responsibility to select a person to take her place well before the time she resigns as coordinator. In this way, a coordinator-in-training is always in the wings. When a new project is suggested, the person suggesting it is asked to take on the role of coordinator for that project.

Every woman who has found an administrative position since CWE was founded has withdrawn from active participation as a coordinator. The new job takes up too much of her time. At first, members of CWE were concerned about the fact that "successful" members seemed to be "dropouts." The newly employed members also felt badly that they were not spending more time doing work for the organization that had helped them so much.

Gradually, members of CWE came to recognize the necessity of the arrangement and to consider its occurrence normal. They realized that when a member needs the services of CWE the most--when she is unemployed--she is in the best position to contribute her efforts, which is a fair exchange.

A Word about Leadership

Each individual develops her own style of leadership, but also finds it wise to temper that style according to circumstances. In a volunteer organization such as CWE, where one member takes on a responsibility for a limited period of time and then passes it on to another member, it works best to have all the members report to the director.

In a hierarchical structure, one member reports to another member who reports to another member or to the director. CWE has rejected this hierarchical structure in favor of a flat one. The reason is primarily a practical one: in a flat structure, if one person leaves, there is only one other person who is affected by that departure. In a hierarchical structure, many more people must be involved.

Another aspect of CWE's character that has shaped its organizational style is the amount of work it has taken on. Because there is so much to be done, decisions in the group are usually not made by consensus.

Consensus is often sought by small groups who have one or two decisions to make. If there are not very many people involved and not very many decisions to be made, it is relatively easy to postpone acting until everyone can agree on what should be done. Also, if the decisions to be made are personal ones, then it can often be important that everyone agree before action is take.

When it is a larger group of people and there are many more decisions that need to be made, consensus becomes not only difficult to achieve but also time-consuming.

It is partly for these practical reasons that members of CWE do not make decisions on the basis of group consensus, but there is another reason as well; and it has to do with CWE's organizational purpose. Cut off from the kinds of encouragement and opportunities that men administrators often give men teachers, women educators are in need of administrative experience. These women take on administrative responsibilities within CWE. A school principal or superintendent rarely waits for all his staff to agree before acting; nor does a coordinator of a CWE committee or the director.

The Role of Planning

This does not mean that the director and coordinators are making decisions solely on the basis of their own judgments. The membership's feelings are consulted at the point where the organization begins to plan, long before individual responsibilities are assigned. At the planning stage, the group decides what activities it will undertake and in what order. These priorities then become a blueprint for the coordinators and the director to follow as they make daily decisions on behalf of the other members. Later, as new members join, it is the act of becoming a member that constitutes their agreement with organization's objectives.

(An alternative philosophy--that consensus is an excellent mode of organizational decision-making and that women are particularly good at it--is presently being experimented with by some groups of women across the country. In their belief, male administrators in every profession would benefit from learning how to persuade and compromise.)

How to Pay for the Postage

The costs of an organization such as CWE can be kept very low if activities are kept to a minimum. But, if the effectiveness of an organization is being undercut by penny-pinching, the question must soon be asked, "Why continue?" If an organization is to have any impact, it must be able to do a thorough job of what it has set out to do. That means finding money from somewhere.

For the first four months of the life of CWE, costs were covered by money raised from selling buttons. They cost 8¢ a piece to have made and were sold for $1 each. Naturally enough, they said,

SUPPORT WOMEN ADMINISTRATORS!

and they sold like hot cakes.

The advantages of selling buttons are obvious. A conversation piece, a morale booster, a consciousness raiser: each button was all of these.

After four months, dues were set at the following rates:

Regular members	$10.00
Institutional members	$25.00

But dues have not been a very important source of income for CWE. They can also discourage people from joining if they are set too high (as high as they would have to be set in order to provide enough income to cover expenses), which is organizationally self-defeating.

Additional sources of income have been honoraria paid to CWE speakers and consultant fees for services the organization has provided to districts. Once the organizations acquired its tax exempt status, donations became another source.

Securing Tax-Exempt Status

After nine months of operation, CWE decided to file with IRS for tax-exempt status as a nonprofit educational organization (501-C-3). This status permits CWE to receive tax-deductible contributions and grants from federal, state and local organizations, as well as to enter into contracts with such agencies. The advantages such a status brings are mainly financial.

Cost is the primary deterrent to securing nonprofit status. A group might try to find lawyers willing to provide their services at no cost (there is a small cost for preparing and filing the papers) and to take the time to usher the papers through the long process.

CWE benefitted from the volunteer services of two lawyers. Normally, it costs anywhere from $800 to $7,000 to hire a lawyer to file the papers and can take something between six weeks and two years to complete the process. (For CWE, it took six weeks.)

Keeping a Central Office

While many groups will not be in a position to open an office, especially at first, and others may choose not to, CWE has found that having an office has made a difference in the organization's efficiency and effectiveness. One telephone number can be listed on all the press releases; one address can be given where all inquiries for copies of reports can be sent (an alternative is to set up a post office box number). People who have an hour or so of time to contribute can drop by and see what needs to be done.

But a central office can mean expenses other than postage. CWE has been lucky in having an almost full-time, no cost coordinator and rent-free office and meeting room space.

CWE has found that the organization's bills generally cover:

- postage
- stationery
- office food (coffee, tea) and meeting refreshments
- telephone bills ($100 a month)
- costs of collating, mailings and reports
- Xeroxing
- printing

The last two items will normally be major expenses but in CWE's case they have been minor. Through arrangements with friends, CWE has been able to have its materials copied or printed at no cost. (For a breakdown of CWE's first year of expenses, see Appendix III on page 50.)

Office Tips

One way CWE has been able to save money--a way that was not possible before it acquired tax-exempt status--is to send out certain mailings in bulk, at the cheaper rate. This mail takes longer (two weeks instead of three days) to deliver. With planning, that need pose no problem for mailings like the Superintendent's Bulletins, the membership newsletter and the reports.

Also, CWE keeps the Superintendent's Bulletin, which goes out every two weeks and for which postage costs can mount up, down to only one page. This not only saves money but improves the chances the superintendent will read it.

Some Other Suggestions

(1) Set one day a week aside for putting out the mailings. Otherwise, doing mailings can cut into the time spent on other projects and be viewed as a nuisance. Having a certain day for mailing also makes it easier for members and retired friends to come by and help with all that folding, licking and stamping.

(2) Read every piece of correspondence that comes in that day. Such a habit can make a big difference if the office receives a phone call about a subject dealt with in a recent letter.

(3) Figure out a system that will guarantee that follow-ups to letters take place when they should. For example: CWE puts a date on the carbon copy of each letter sent out which deserves a follow-up effort. The date put on the letter is the date which CWE reasonably expects to receive a reply. These carbon copies are then put in a stack by order of the date of expected response. Each day to the top of the stack is checked to see if there is a letter on top with that day's date. If there is, then that is the day to do the follow-up action.

Although these types of details are not usually paid much attention, they are perhaps more important than is realized. For a volunteer group, particularly, a smoothly-running organization is the key to its effectiveness. Any organization will only succeed if there is a good morale among its members, but such is particularly true for a volunteer group, for whom high spirits and a sense of efficiency are its life's blood.

Chapter III: Useful Devices

David who slew Goliath, Dorothy who melted the Wicked Witch of the West, and Jack who chopped down the beanstalk and killed the Giant had at least three things going for them: energy, determination and a useful device. For David it was a sling shot. For Dorothy it was a pail of water. For Jack it was an ax.

To fell the giant of sex discrimination in public school administration, energy and determination are needed. Are there also some weapons that would be useful? And can the giant be felled without them? Can a grass-roots organization do it alone?

We have already discussed what federal, state and local laws can do. That these laws are on the books at all is a tribute to the earlier grass-roots organizations who lobbied so long and hard in the halls of the state legislatures and Congress to curry the needed votes for passage. Because of their efforts, we now have laws to use to fight sex discimination.

Laws are used by lawyers as the basis for litigation but they have another less immediately practical use and that is as the definers of proper behavior. The laws which prohibit sex discrimination are a clear statement that we as a society will no longer condone sexist practices. In that role, these laws provide an essential foundation. Those who would educate the skeptics can point to the anti-sex-discrimination laws as a persuasive reference point.

But we know now, if we did not know it before, that the laws are not enough. Their existence is absolutely necessary but not sufficient. The obscurity and complexity of the procedures and the risk involved in filing a personal complaint are effective obstacles to the laws' widespread use.

What about state departments of education? Perhaps they are the useful instrument we seek.

A statewide organization that has the ear of every superintendent in the state is a remarkable and efficient resource. Recognizing this, Career Women in Education (CWE) worked with the New York State Education Department (SED) to change old policies or introduce new ones with notable results. One

CWE accomplishment has been to catalyze the New York State Education Commissioner, Ewald B. Nyquist, to establish a statewide Advisory Council on Equal Opportunity for Women. The Council, which first met on January 22, 1976, is made up of 24 women leaders in education, each representing a region in the state. Each woman was given the task of returning to her own part of the state and organizing a regional council which would in turn work "either to replicate the activities of Career Women in Education" or to undertake other kinds of efforts that would increase the opportunities for women in education in that region.

Establishing a statewide advisory council may not be an option that is open to every state but there are other things that can be done. CWE recommends that states:

1. Gather hard data on the proportion of women employed in the state's elementary and secondary schools (categorized by position) and on the proportion of women employed in the schools who are preparing for receiving or holding administrative certification;

2. Suggest that local districts take an inventory of their staffs to determine what administrative talents and training exist there;

3. Urge districts to advertise openings for administrative positions;

4. Encourage districts to develop career ladder plans for their administrators;

5. Monitor each district's personnel policies through the self-evaluations which the districts are required under Title IX to have completed and in their files by July 21, 1976;

6. Have the state's Chief School Officer and his/her Board of Education issue a policy statement on the subject of sex discrimination in public school employment;

7. Enact state legislation;

8. Develop a state plan of action, with its own deadlines. (For a sample of such a plan, see Appendix IV on page 51.)

9. Establish state and regional resource centers to disseminate information or use existing organizations: (these organizations could provide teachers and administrators with the following services: explain federal and state laws, provide advisory and consulting services, exchange information about job opportunities and women looking for jobs, screen complaints of sex discrimination and refer the complaints to the proper enforcement agencies);

10. Conduct regional conferences on sex discrimination in school administration.

It is clear from this list that the state education department is potentially a useful weapon in the fight against sex discrimination, but if CWE's experience is typical--and there are reasons to assume that it is--then the states cannot be counted on to lead the way. The problem probably lies in the nature of state education agencies themselves: in most states, the department of education is a cumbersome political animal. Before such a body is likely to change its established course, a great number of work must be done and excellent personal contacts cultivated. And even then there may be few results.

The state remains a valuable resource. It is in a good position to provide local groups with leadership and support. CWE's advice to a grass-roots group is to seek relentlessly the state's participation but not to expect immediate response. If a grass-roots group decides to postpone action until it has gained state support, then there is a good chance that nothing will happen.

Neither the laws nor the state education departments have turned out to be the useful devices we were seeking. But then when Jack faced the Giant,Dorothy, the witch, and David, Goliath, they did not have a fleet of ships or an army behing them, but only their quick wits and the resources at hand. A pebble, an ax, a bucket of water. Perhaps grass-roots organizations, too, must be similarly resourceful.

Not long ago, the members of the Great Neck, Long Island school board asked their superintendent why a woman had not been hired to fill any of the four positions which had recently been available in the school district's administration. Soon after, a resident of that town approached CWE: could they supply the school board with the facts on the number of women who had applied for each of those four positions, their qualifications and what responses their applications had received from the superintendent?

Checking their records, CWE found that seven women, all highly qualified, had applied and all but one of them had received no real consideration. With this information in hand, the board went back to their superintendent and asked him to justify his failure to consider more women for the job.

Suddenly, the facts were out in the open. The superintendent found himself being held publicly accountable and being publicly criticized for an action he had probably taken without even thinking. The message is clear: a grass-roots organization can make a difference. In fact, a local group has some important advantages.

1. It is highly visible. Made up of established members of a community, a local organization has a reputation to build upon from the start. As the members move about in the community from day to day, they accidently meet and talk with people who will also be dealing formally with the organization. Information is exchanged at these meetings and relationships established. Through these contacts, administrators who may have practiced sex discrimination in the past are reminded daily of the organization's existence and goals.

2. It is easily accessible. Unlike a state or national group, a local organization is easy to find out about ("so and so's wife is a member; she can tell you when they're having their next meeting") and easy to telephone (a local call).

3. It has the facts. A local organization can take the time to find out a great many facts about each superintendent, his hiring policies and his advertising of positions. Unlike a state or national organization, which must accept responsibility for knowing more than it can possibly know, a local group can become an expert within a reasonably short amount of time and then begin to devote its attention to using those facts effectively--by writing letters and press releases--to call public attention to the situation.

These advantages are the local group's natural resources. With them a grass-roots organization can do a great deal. CWE's list of accomplishments is proof, and that list could probably be duplicated by similar groups across the country. Neither the state education departments nor the federal and state laws would have been able by themselves to accomplish the same things. Local groups with community ties may look small and powerless but their power lies not in their size or scope of influence but in their resourcefulness.

For all these reasons local groups--in tandem with anti-sex-discrimination laws and state education departments--may fell the giant of sex discrimination yet. And if they succeed, then 20 years from now the very idea that a woman might not be considered for a job because she was a woman will sound like a fairy tale.

APPENDIX I

PRACTICES WHICH TEND TO PREVENT WOMEN FROM SECURING ADMINISTRATIVE POSITIONS

Some believe, like former Secretary of Health, Education and Welfare Caspar W. Weinberger, that "discrimination against women in education exists unconsciously and through practices long enshrined in tradition." Many of these practices were observed and recorded by Career Women in Education, a "grass-roots" organization using "women power" in its monitoring operation among 127 Long Island school districts in an effort to counter sex discrimination in the selection of educational leaders.

Perhaps for the first time, this selection process has been examined from the actual experiences of women seeking these positions. From these observations, more can be learned about practices which tend to prevent women from securing administrative positions on Long Island and elsewhere. These practices contain both unconscious aspects and subtle and obvious elements.

The practices mentioned in this report are documented in the organization's files by:

1. Communications with Long Island school districts.

2. Experiences of women applying for administrative positions in these activities.

3. Findings of a "Job Tracking" study which identified 117 administrative positions filled on Long Island during the 1974-1975 year; the sex of those selected to fill them and their previous positions and districts.

I. Announcement of Administrative Opening - Selection Stage

A. <u>Direct Methods</u>

1. Announcing "possible" positions and withdrawing them when the "right" applicants don't present themselves.

2. Using the "buddy system" by: (a) passing word along to "the boys" through fraternal or male dominated professional associations, such as the county superintendents' association; (b) writing a letter to a fellow superintendent requesting recommendation of an "appropriate" candidate for an available administrative position. The acceptance of this practice was confirmed when one superintendent upon receiving an application from a CWE member turned to his secretary and said, "Imagine, people calling about a job and we don't even know them."

3. Notifying CWE of selected positions and withholding information about others.

4. Advertising in the New York Times one week before the closing date for applications.

5. Limiting the position announcement to a bulletin "within the district" or to the Long Island Personnel Association's well-guarded and carefully circulated personnel newsletter rarely seen by "outsiders."

6. Advertising a position after the candidate has been selected and is sometimes even working at the job (to adhere to contract form).

7. Claiming that no opening exists when, in fact, it does, if a woman applicant applies before the official "opening" announcement date. In one such case, the district refused to admit to CWE that an assistant principalship in a high school would open shortly although the incumbent had accepted another position.

8. Requiring women applicants to hold administrative certification, while knowing how to circumvent this regulation when desired.

B. Indirect Methods

These methods refer to a district's use of another agency or organization for one or more aspects of the selection process.

1. University placement services have been observed to employ these practices:

a. Not sending women who hold doctorates to any districts seeking superintendents or assistants because the women "don't qualify," while sending young men with or without new doctorates and little experience to be interviewed for the same positions.

b. Sending highly qualified women to mediocre positions.

c. Suggesting that women qualified as high school principals apply for elementary principalships only.

d. Informing men and women registered with them of a position but allowing several weeks to elapse before notices are sent to the women. In one such case, the woman received the announcement of the opening of an assistant principalship of a high school as the principal was deciding between two already twice-interviewed male candidates.

e. Recommending women for positions requiring extensive traveling or even relocations, while sending men, equally or less qualified, to local openings.

2. University departments of educational administration have been unfair to women students by:

a. Recommending top male students upon learning of positions in districts or receiving announcements from them. No women registered in a local university mentioned similar referrals.

b. Accepting fees for administrative courses from women without providing some means to encourage their chances of selection as administrators or at least labeling the chances for women in administration as "limited."

c. Discouraging women doctoral candidates from completing the doctoral degree in administration.

3. Search committees and consultant teams function as a formalized version of the "buddy system" by:

a. Selecting only male candidates to present before school boards and their superintendents.

b. Announcing in public how rarely they see a woman applicant while in private discouraging women from applying.

4. Newspaper and journals are used to discriminate against women when districts employ these practices:

a. Selecting journals which are circulated primarily among men to place position announcements.

b. Placing advertisements with a box number responses. In August 1975, three blind box advertisements were placed by different Long Island school districts in the Sunday Career Education Page in The New York Times. In each instance, all qualified women known to apply received no response. CWE circulated these advertisements among its members and encouraged them to reply through the current Career Opportunity Bulletin.

II. Application Receipt, Screening Process and Selection for Interview Stage

1. Discouraging the woman caller seeking an application form for an administrative position from a district office. Suggesting that she apply for a teaching or lesser administrative position than the one inquired about.

2. Further discouraging the woman applicant by requesting that she complete a lengthly "standard" application form after she has submitted a complete resume and forwarded a substantial credential file and never giving her even the courtesy of the "thank you, but no thanks letter."

3. Removing the applications received from qualified women and holding them aside until a candidate has been decided upon. These women whose resumes have never even been examined are then sent this type of form letter: "While you were qualified, we received applications from so many highly qualified individuals that. . . . Good luck in your endeavors."

4. Deleting a woman's application in the initial screening because she lacks one of the established criteria while not applying the same treatment to all other applicants.

5. Establishing one or more requirements which automatically eliminate all otherwise qualified women. To illustrate: if seeking a high school principal, insisting on previous experience as a Long Island high school principal. This automatically eliminated any woman educator on Long Island from consideration since there were no women high school principals as of September 1975.

6. Not considering comparable experience. Ignoring alternate and even superior leadership experience in lieu of established and rigid requirements prevents some women from being considered further. If equal standards were applied to both sexes, this would be fair, if unreasonable. The results of actual selection of candidates has shown that some men secure positions without possessing all requirements as documented in the selection stage.

7. Selecting a relatively unqualified woman in preference to a more qualified one in the first screening, knowing that the former will be eliminated after the first interview.

8. Window-dressing--interviewing all candidates mentioning CWE to show an interest in women. In cases where districts have indiscriminately interviewed all, none have been selected, hence the use of the term, "window-dressing."

III. Interviewing Stage

Perhaps the woman candidate is most vulnerable during this stage of the selection process. How can she challenge the use of illegal or improper practices after an interview and not be eliminated from further consideration or future invitations to interviews in this or other districts? Among such practices encountered by CWE members are:

1. Conducting interviewing teams which consist of men only, or of men and women not yet sensitized to providing equal opportunities for women in the interview process.

2. Asking questions no longer permitted by current federal/state legislation or asking questions not usually asked of male applicants for the same position, such as:

   a. "How will your children be cared for while you work?"

   b. "How does your husband feel about you assuming these increased responsibilities?"

   c. "When do you get a chance to see your husband with your present heavy schedule of nightwork and meetings?"

   d. "What will you do when your children become ill?"

   e. "Would you accept a lower salary than your present one?"

   f. "How will you handle the jealousy of other women on the staff?"

   g. "How do you think the men teachers will feel about receiving direction from a woman administrator?"

3. Quoting different salaries for the same position on the same day just 15 minutes apart for a man and a woman.

4. Implying that physical strength is an important asset for administration by asking a woman candidate for an assistant principalship, "Could you race up three flights of stairs to break up a fight between two students?"

IV. Selection and Rejection Stage

No matter how fairly all other aspects of the selection process might be conducted, the important concern is the final selection. Therefore, what transpires in the final determination is probably least known, most crucial.

1. Holding "firm" to a "selection from within" district policy, especially when all or most of the district's administrators are men and no career ladder program exists to encourage women to seek advancement.

2. Selecting a man who was previously a teacher to become a high school principal, while rejecting a qualified woman with actual experience as a high school principal.

3. Selecting a man who was previously a high school principal for an assistant principalship. Yet, in this district the interviewing principal discouraged a woman candidate by false encouragement when he said, "Why would you want that job? You're too well qualified!"

4. Allowing men opportunities to skip some rungs on the career ladder while explaining to women applicants how it is necessary to complete each step by saying, "Oh, but you haven't done such and such," to a candidate who has qualifications and experiences far beyond the step missing in her background.

5. Proclaiming interest in selecting a woman as junior high school principal and interviewing many. When a man is selected to fill the position, sending all rejected women applicants a form letter which begins with: "Dear Sir."

6. Widely announcing interest in an "outside" candidate, conducting an extensive search and series of interviews, but when the field narrows to four finalists, one of whom is a woman and possibly the best qualified, an insider is selected whose district experience is difficult to challenge.

7. Switching selection criteria originally established for a particular position upon finding one or more women remaining in the pool of finalists with the rationale that the new criteria "better meet the needs of our district."

8. Interviewing selected finalists, only. One district assistant superintendent admitted that a woman applicant had been recommended by both the interviewing principal and assistant superintendent for further consideration as future high school principal, but that the district's superintendent never arranged to interview her as he did the other finalists.

9. Selecting men only to fill administrative positions, although qualified women apply. This practice was amply demonstrated by one district,

recipient of considerable federal funds, where six openings occurred within one year for administrative positions ranging from assistant principal to assistant superintendent.

10. Selecting a non-certified male as administrator of special education, while several certified female applicants were either rejected or their applications not considered because "they were received too late."

11. Selecting a woman to evidence outward commitment to equal opportunity concepts while knowing privately that she may be eliminated shortly through a poor medical report, lack of required administrative certification or a school closing within a year.

Title IX regulations, now effective, require that school districts during the 1975-1976 school year begin searching self-examination to identify any discriminatory policies or practices which may exist and to take whatever remedial action is needed. These districts may want to begin with a thorough examination of their selection procedures to ensure that all applicants are treated fairly.

APPENDIX II

A LIST OF STUDIES AND REPORTS PREPARED BY CAREER WOMEN IN EDUCATION

1. A Study of Women in Administration in Nassau and Suffolk School Districts in 1974-1975

2. Guidelines to Equalize Opportunities for Women in Education - Questionnaires Summarized

3. Where are the Women Principals on Long Island?

4. Where are the Women Principals in New York State?

5. Research Reveals More about Women Administrators

6. Channel "Women Power" to Eliminate Sex Discrimination in the Selection of Educational Leaders

7. Practices which Tend to Prevent Women from Securing Administrative Positions

8. Who Filled the 117 Available Administrative Positions on Long Island during the 1974-1975 School Year?

9. A Study of Women in Administration in Nassau and Suffolk County School District in 1975-1976

10A. Recommendations to Achieve Occupational and Educational Equity for Women in School Districts

10B. Career Women in Education as a Mechanism for Compliance. . .How CWE encouraged a school district to select a woman administrator.

11A. Is Your School District in Compliance with Title IX?

11B. Title IX Regulating Relating to Public Elementary and Secondary Schools

11C. Model Grievance Procedure School Districts

12. Packet - Administrative Certification - New York State - Includes application and instructions

APPENDIX III

CAREER WOMEN IN EDUCATION

STATEMENT OF INCOME AND EXPENSES
ELEVEN MONTHS ENDED DECEMBER 31, 1975

INCOME		
Membership Dues		$1,525.00
Sale of Buttons		670.00
Special Activities and Donations		1,162.18
TOTAL INCOME		$3,357.18
EXPENSES		
Postage	$465.68	
Printing, Stationery, etc.	694.89	
Xeroxing and Reproductions	88.45	
Meeting Expenses and Refreshments	195.50	
Cost of Buttons	134.50	
Telephone Expenses	599.03	
Traveling and Conference Expenses	256.03	
Incorporation Filing Fee	50.00	
Service Contract - IBM	52.97	
Subscriptions	148.00	
Donations	20.00	
Miscellaneous Expenses	28.58	
TOTAL EXPENSES		$2,733.63
CASH IN BANK AND ON HAND		$ 623.55

APPENDIX IV

STATEWIDE PLAN OF ACTION

1. Continue to Develop Activities of CWE to serve as a Demonstration Model and Proving Ground.

   a. Expand current activities which feature an operational network, job location and notification system, public relations program, research and publications, among others.

   b. Initiate these activities: mini-conferences and all-day workshops in each county; BOCES liaison and involvement in all activities; preparation of an annual report to include the results of tracking all administrative position openings; career training program through four-session seminar (see Educator's Career Advancement Seminar).

2. Prepare guide to action handbook to include:

   a. Step-by-step suggestions for starting action program in counties. Use of surveys, statistical reports and network of monitors. Development of job location and notification system. Fund raising suggestions, career advancement seminar, others.

   b. Samples of suggested letters, reports, surveys, questionnaires, forms needed to accomplish action.

   c. Resources available including other national and state organizations engaged in related activities; directory of key personnel active in related areas.

   d. References and research for development of local reference library to initiate further research.

3. Identify - actual and potential women education leaders in each county throughout the state.

4. Conduct invitation conference distributing guide to action:

   to previously identified women to encourage them to initiate similar programs in their own counties.

5. Provide program of continued support to women in each county by:

   Offering assistance in developing action programs designed to meet needs of their counties; holding regional meetings and conferences; linking these leaders together via a statewide communication network to permit the exchange of ideas, experience sharing, job opportunities, talent bank and much more.

APPENDIX V

LOCAL PLAN OF ACTION

FOR WOMEN IN ADMINISTRATION

TO INCREASE THE NUMBER OF WOMEN ADMINISTRATORS IN LONG ISLAND SCHOOL DISTRICTS

1. Determine the current status of women administrators by type of position within each school district and study it.

2. Develop a network throughout the Island to publicize these facts, secure local and Island-wide coordinated action and serve as the communication network for all related activities. The "network" consists of monitors located in each school district who are linked together.

3. Select Monitors in each school district to observe, record and report all administrative position changes. Each principal monitor selects a committee of assistants with these responsibilities:

   a. Identify actual and potential administrative openings.

   b. Alert potential women candidates to these openings and encourage qualified women to apply.

   c. Observe and record the district's recruitment and selection procedures and policies.

   d. Prepare district fact sheet to provide candidates with immediate background information about school district for interview preparation.

4. Prepare potential women administrators by means of:

   a. Training program to prepare for resume development, interview and post-interview techniques, and related position securing activities.

b. Information center for women seeking career information in educational administration, certification requirements, university preparation offerings, among others.

5. Communicate by means of newsletter to disseminate and coordinate information needed to achieve objective; sharing information, successful techniques, and reporting job openings via a special weekly bulletin.

6. Develop resources to support these activities. Among them:

   a. Membership Committee - to seek interested educators.

   b. Finance Committee - to seek ways and means of raising funds to support these programs.

   c. Research Committee - to maintain and update gathered administrative data on personnel employed in each district; to present related information in a meaningful fashion.

   d. Public Relations Committee - to keep activities before the public by means of frequent press releases highlighting various aspects of this Plan of Action and Committee work.

   e. Legislation Committee - to secure support for meaningful legislation.

7. Apply catalyst to accomplish stated objectives.

APPENDIX VI

USEFUL MODELS

1. QUESTIONNAIRE

We are collecting data to use in developing a program to encourage the employment of women in decision-making positions as recommended in recent State Education Department Guidelines. This questionnaire is designed to elicit plans of school districts to equalize employment opportunities for women.

You need not sign your name or even identify your district unless you prefer. Please answer these questions and return this form to the Long Island Council.

RE: _____ DISTRICT
(School District - Optional)

	YES	NO	DON'T KNOW
1. Has your district conducted a review of staffing procedures in an attempt to appoint more women?	3.3%	73.3%	23.4%
2. Are in-service programs conducted to prepare your district's screening panels to deal objectively with candidate's qualifications?	3.3%	80.0%	16.7%
3. Does your district have a career ladder program with emphasis upon equal access of women to promotions?	6.6%	76.7%	16.7%
4. Is your district actively recruiting women?	13.3%	70.0%	16.7%
5. Are employment practices in your district updated to encourage women to seek advancement? (Maternity leave, sabbaticals, internships, etc.)	42.9%	39.3%	17.8%
6. Are men and women equally represented on curriculum, testing and other advisory committees?	53.5%	26.7%	20.0%
7. Do you feel that the practices referred to above will be incorporated by your district without the pressure of litigation, such as H.E.W.'s withholding of federal funds until compliance plans are filed?	26.9%	46.2%	26.9%

8. COMMENTS:

COMPLETED BY: About 60 individuals, predominately women teachers and administrators representing approximately 40 Long Island school districts.

2. QUESTIONNAIRE COMMENTS

1. In our high school, there are no women chairpersons of departments.

2. A start has been made to look into the picture even though all my answers are "no" exception for Question 7.

3. There are two women administrators at principal level and two assistant principals in this district. No women are represented in the District Office. I believe that discrimination here is sub-rosa and not intentional. It is based on social norms and stereotypes.

4. I doubt that these practices will be incorporated into this district without outside pressures.

5. This district is very recalcitrant. I have a strong feeling that women are definitely not wanted or encouraged as administrators. There is only one female administrator in this district. She is more alert and knowledgeable than most of the others in authority.

6. Yes, this district will hire women but, no, it won't follow procedures outlined by SED. There are four women on our Board. Two are actively against women while the other two are generally open-minded.

7. The thought or suggestion that outsiders might question district recruitment procedures and practices would be a spur to adherence to recently published SED guidelines.

8. Although all of my responses to these questions are "no," there appear to be informal stirrings, verbally, supported by the school superintendent who is encouraging the formation of study groups and teacher research with administrators along the lines proposed by the SED.

NOTE: These represent some of the comments made by the 60 respondents.

3. SAMPLE LETTER

Dear Superintendent:

When the 624,297 girls and boys return to the schools of Nassau and Suffolk County in September 1975, there will not be one woman superintendent or high school principal to serve as role models. The children of Freeport will not see one woman line administrator in your elementary or secondary schools. This suggests that equal opportunities for women in education do not exist in Freeport as urged by the Regents in their Position Paper No. 14.

The Long Island Council for Administrative Women in Education has learned of a vacancy for Assistant Principal at Freeport High School. We have not seen the position advertised, and thus, your district may be denied access to a pool of able women administrators. (See enclosed Research Review) The purpose of the Long Island Council is to counter existing patterns of bias on Long Island which lock out highly qualified women from administrative positions. The Federal Government recognizes this as fact, and the recently released regulations for Title IX of the Educational Amendments Act of 1972 state that the recipients of federal funds shall "recruit members of the sex so discriminated against as to overcome the effects of such past or present discrimination" and shall not "recruit as applicants only or predominantly members of one sex. . . ."

To assist school districts such as yours to comply with federal regulations to correct and alter the apparently discriminatory statistics, we are submitting the resumes of six qualified women applying for the position of assistant principal of the Freeport High School.

Qualified women are not as scarce as the defendants of past patterns of discrimination would have the public believe. We would like to be able to point to your district as among the first on Long Island to lead the way for change rather than to be numbered among those who have been flagrant in violation of the spirit as well as the letter of the law.

We appreciate your consideration of these applicants and welcome your cooperation.

Sincerely yours,

Enclosures:

Resumes - 6 candidates

4. M E M O R A N D U M

TO: Assistant Superintendent - Personnel

RE: Status of Administrative Position

FROM: Director

DATE:

Career Women in Education (formerly the Long Island Council for Administrative Women in Education) sends bulletins to its members listing administrative career opportunities noted below as an opening in your district.

To update our position listings, please let us know the status of this position by completing the form below and returning it to our Career Opportunity Service, attention Mrs. Frances Belasco.

Your cooperation is deeply appreciated.

REFERENCE

POSITION: _____

STATUS: ____ Position is still open.

____ Filled by Dr., Mr., Ms. _____

_____ _____
(previous position) previous district

_____ Other: _____

THE FOLLOWING NEW OPENING(S) IN THIS DISTRICT MAY BE ANNOUNCED:

COMPLETED BY: _____ DATE: _____

_____ _____
(title) (district)

5. MEMORANDUM

TO: Assistant Superintendent for Personnel

RE: REQUEST FOR CONFIRMATION OF POSSIBLE ADMINISTRATIVE OPENING

DATE:

Career Women in Education circulates information about administrative positions available in New York State school districts to educational leaders and members around this State in efforts to increase the proportion of women administrators.

Recently, Career Women in Education heard that an administrative position, as noted below, might be available in your school district. We would appreciate learning whether such a position is or will be available shortly. If so, please provide us with a description of the position, requirements for applicants and the deadline for filing.

To facilitate your response, please complete the tear-off, below and return it to our Career Opportunity Service.

Your cooperation is deeply appreciated.

CWE REFERENCE NO. _____

THE POSITION OF _____ IS IS NOT

OPEN IN THE _____ SCHOOL DISTRICT.

COMMENTS: (if other exists, please note.)

COMPLETED BY: _____ DATE: _____

TITLE: _____ DISTRICT: _____

FURTHER READING

Articles

Bach, Louise. "Of Women, School Administration, and Discipline." Phi Delta Kappan. March, 1976.

Dr. Bach, an assistant principal in Johnstown, Pennsylvania, has written a concise and passionate article on the recent failure of machismo discipline in the schools. She believes there is a growing sense that the qualities usually attributed to women are those most needed today by school administrators. She also presents striking statistics on the significant decline in the number of women administrators in secondary education since 1950 (from 12 percent to 1.4 percent in 1972-1973).

Estler, Suzanne E. "Women as Leaders in Public Education," SIGNS: Journal of Women in Culture and Society. Winter, 1975, Vol. I, No. 2 (University of Chicago Press).

Ms. Estler, a Ph.D. candidate in educational administration at Stanford University, has pulled together numerous studies which identify persons by sex within educational administration. In this article, she summarizes the existing situation (that there are few women), imagines four ways (models) to explain how this could be, and then analyzes the data to see which of the four explanations the results support. She concludes that there are two processes shaping the forces of sexism in the schools. One is the expectations that women educators have for themselves: Their ambition or lack of it. The other is the procedure (or practices) used by the administrators who do the hiring. The bibliography is complete, containing research studies, easily accessible articles and reports written at the request of professional education associations.

Booklets

Clement, Jacqueline Parter. Sex Bias in School Leadership. Integrated Education Associates, Evanston, Illinois. Thirty-six pages plus appendices, footnotes and bibliography.

This small, clearly written booklet is an excellent companion to this report on Career Women in Education. Dr. Clement has focused on the legal resources available to women who have experienced sex discrimination in education. In her longest chapter, she summarizes developments in the law and regulations relating to sex discrimination. For anyone interested in becoming familiar with four major federal laws and presidential executive orders which in various ways and circumstances prohibit sex discrimination, this is the booklet to read. Also, included in the appendix is an excellent chart originally compiled by the Project on the Status and Education of Women of the Association of American Colleges, which analyzes the laws or orders. Her appendices also contain a list of the women superintendents of schools across the United States as of April 1972, organized by state. The bibliography is not as complete as Estler's.

Recruitment Leadership and Training Institute. Women in Administrative Positions in Public Education. A position paper prepared by the Recruitment Leadership and Training Institute, July 1974. Administrative Services Building, Temple University, Philadelphia, Pa. 19122. Fifty pages plus footnotes and suggested readings.

This pamphlet makes interesting reading for those who would like to have some background knowledge of research findings in career patterns for women and of local efforts in various school districts to review the position of women in public education administration. The federal laws are also discussed. Written before the Title IX regulations were published and just as the law containing Title IX was being passed by Congress, the authors of the booklets focus on affirmative action recommendations.

Equal Employment Opportunity Commission. EEOC at a Glance. Office of Public Affairs, U.S. Equal Employment Opportunity Commission, Washington, D. C. 20506. Twelve pages. Free.

This booklet is for persons looking for a brief and clear-cut description of the role of EEOC in enforcing anti-discrimination laws. It explains Title VII, how EEOC enforces it and how and where to file a complaint. A complete list of EEOC's regional offices is included.

American Association of School Administrators. Sex Equality in Educational Administration. Volume VII, AASA Executive Handbook Series. June, 1975.

Available from the American Association of School Administrators, 1801 North Moore Street, Arlington, Va. 22209. Sixteen pages plus footnotes and bibliography. Designed for the use of busy administrators, this brief, clearly written booklet offers administrators six pages of specific suggestions to follow in their efforts to end sex discrimination in the areas of recruitment, selection, promotion, upward mobility, wage and salary structure, benefits and conditions of employment, and support programs and services. These six pages of suggestions are proceded by several pages of background statistics on the extent of sex discrimination recently and presently practiced against women in educational administration. Women's groups and teachers' organizations looking for a straightforward, practical and short guide to hand to interested administrators, may wish to buy numerous copies of this booklet.

Resource Center on Sex Roles in Education. Complying with Title IX: The First Twelve Months. National Foundation for the Improvement of Education, 1201 16th Street, N.W., Washington, D. C. 20036. Cost $1.00. Thirty-four pages.

This booklet was developed under contract with the Office of Education as a guide to school district administrators during the first twelve months (July 21, 1975-July 21, 1976) that Title IX was in effect. The information is practical and detailed. The contents are based on the Office of Civil Rights own handbook on Title IX which it distributes to its employees in the regional offices.

A second booklet, Complying with Title IX: Implementing Institutional Self-Evaluation, is an explicit guide for administrators. It, too, is based on Office of Civil Rights' materials and is available for $3.00 from the Resource Center.

BIOGRAPHICAL NOTE

DORIS M. TIMPANO received a doctorate in educational administration from Hofstra University in 1972. She was employed by the City School District of the City of New York for 22 years, most recently as assistant to the superintendent for funded programs. While on sabbatical leave in 1975, she devoted her energies to equalizing employment opportunities for women as director of Career Women in Education and as chairperson of the Advisory Council on Equal Opportunity for Women to the New York State Commissioner of Education.

LOUISE W. KNIGHT holds baccalaureate and master of arts degrees from Wesleyan University. Her editorial experience encompasses positions with Alert, a feminist publication in Connecticut; Women's Legislative Review, Addison-Wesley Publishing Co. and the Fund for the Improvement of Postsecondary Education of the U.S. Department of Health, Education and Welfare. At present, she is editor of Education Funding News, a publication of the Education Funding Research Council.